



Kentucky Transition News: Moving to Success!

*Information about moving from high
school to postschool environments*

Winter 2008-2009

Volume I, Number 7

Welcome to ***Kentucky Transition News: Moving to Success!*** quarterly electronic newsletter. The newsletter has recently been renamed and renewed by interagency partner, as well as parent and student input. We look forward to providing information on transition for students with disabilities from high school to the community for professionals, students, and parents. If you have transition news you would like to share in the newsletter, contact Kathy Eversole, at kathy.eversole@kcdc.org.

For more transition information, visit www.transitiononestop.org.

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Watch for a Public Service Announcement about Transition

The Youth and Family Leadership Subcommittee of the Kentucky State Interagency Transition Council has produced a Public Service Announcement for reaching and informing youth, family members, educators, and others about transition. This project was made possible with funding from the KY Protection and Advocacy. This Public Service Announcement featuring youth is another attempt to appeal to students and get their attention in order to increase their knowledge of their rights to appropriate transition. Many people have been concerned that transition from high school to the adult world has not included the interest and desires of students and families. We believe this PSA will inform youth about transition services and generate interest in learning more about maximizing their economic self sufficiency as they move from school to work. All of this is geared toward helping youth with disabilities make a successful transition to adult life.

Transition in Kentucky - *Instructional Support Network News*

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Work-Based Learning Manual 2008

The Division of Career and Technical Education recently revised the Work-Based Learning Manual. Work Based Learning (WBL) is an approach used to provide students with real-life experiences and provides opportunities to incorporate rigor, relevance and relationships with special emphasis on relevance to students' career pathways by connecting students to real life experiences. The purpose of the manual is to provide guidance and direction for schools to use in developing and implementing the components of work-based learning outlined in 704 KAR 3:305, minimum requirements for high school graduation.

The Work-Based Learning Manual provides information on the various types of work-based learning experiences such as cooperative education, entrepreneurship, internship, mentoring, school-based enterprises, service learning and shadowing. Information also includes an overview of legal issues and guidelines for implementing the various types of work-based learning. The Work-Based Learning Manual can be accessed on the KDE website. You may access that site by clicking here: [Work-Based Learning Manual 2008](#).

Transition in Kentucky – *Student Summary of Performance*

IDEA 2004 added a new requirement for students with disabilities called the Summary of Performance (SOP). In Kentucky, a summary of the student's academic achievement and functional performance including recommendations on how to assist the child in meeting their postsecondary goals must be given to a student whose eligibility under special education terminates due to graduation or due to exceeding the age of eligibility. The purpose of the Summary of Performance is to transfer critical information that leads to the student's successful participation in postsecondary settings.

The Summary of Performance must, at a minimum, address the following:

- Academic achievement: for example, information on reading, math, and language grade levels, standardized scores, or strengths.
- Functional performance: for example, information on learning styles, social skills, independent living skills, self-determination, and career/vocational skills.
- Recommendations: for example, suggestions for accommodations, assistive services, post-secondary education, employment, independent living, and community participation.

Students are usually given a copy of their most current Individual Education Plans and Individual Learning Plans. These two documents should contain much of the information described above. Additional information should be included as part of the summary based on assessment findings and Admissions and Release Committee input. Assessment data and accommodations included in the summary should be written in functional terms easily understood by the student. Any supporting documents are to be appropriately referenced and included with the SOP when given to the student. The completion of the Summary of Performance may require the input from a number of school personnel including the special education teacher, regular education teacher, school psychologist, related services personnel and representatives from other agencies.

For more information about the Summary of Performance, contact Kathy Eversole at kathyeversole@alltel.net.

It's My Life! *Kentucky Student Directed IEP Initiative*

Student-Directed IEPs: A New Beginning for Students with Disabilities

Thanks to: Melissa Ruhe, Hancock County High School Special Educator

A student-directed IEP is a new beginning for students with disabilities and should be the goal of graduating seniors as they enter the post secondary setting or consider other career options after high school. Three outstanding Hancock County High School seniors took on the challenge of developing their own student-directed IEP last school year. The three seniors were honored to attend the 22nd Annual Parent Professional Conference, "Together We Make A Difference", in Bowling Green, Kentucky on Sunday, March 2, 2008. The students who participated in the project felt that this was one way they were able to show their talents, abilities, and interests to future educators, future employers, and their current teachers.

The student-directed IEP is a relatively new concept that was proposed by the Kentucky State Department as a tool to help the student transition into the "real world" after graduating from high school. As a student with a disability, choosing a senior project is a huge concern for the senior student. This student-directed IEP is one of the best options available for students with disabilities because the student is actively engaged in self-advocacy, an important factor in determining success in the post secondary or work environment. Additional benefits are the flexibility of scheduling, allowing students extended time for the completion of the project, and the completion of a major project directly related to the individual student's post secondary education and/or career plans.

As part of the student-directed IEP project, the student must choose a mentor, research his or her disability, as well as research desired career options. Each

"I'm glad that I took time out to see what all goes on at the meetings. Some of the things that I learned were that there are all kinds of learning disabilities."

~ *Ethan*

student first presented their final student-directed IEP to the Admissions and Release Committee (ARC) as part of their transition planning. The students used various documents and media to relate their information (for example, a Power Point presentation of the information, particularly showcasing their individual strengths). Students participating in the student-directed IEP were then invited to create an informational display booth on showcase day that focuses on disability awareness, particularly disabilities as related to the workplace.

For more information about student-directed IEPs, contact Kathy Eversole at kathyeversole@alltel.net.

Preparing for College: *Transition of Students with Disabilities from High School to College*

Submitted by Cathy Patus, Director, Disability Resource Center, University of Louisville,
clpatu01@louisville.edu

Are you a student or the parent of a student considering college after high school graduation? Perhaps you are an educator and are concerned about how to best support students as they consider this option? Then please read on!!

This article will focus on some of the barriers to success experienced by students as they make this transition and will also offer some suggestions on how to reduce the obstacles.

First of all, why consider college as an option? Many students are considering careers that absolutely require some sort of educational training beyond high school to qualify for even an entry level position. The most obvious reason to consider post secondary education is to make more money! With few exceptions, additional education beyond high school will provide the student with job and career opportunities that provide a higher pay check and enhanced opportunities to live independently.

In my experience working with students with disabilities at the college level, I find that the single most critical obstacle to a smooth transition and subsequent success in college is the lack of knowledge and awareness of the differences that students experience as they move or "transition" from the high school setting to the college environment. Here are some examples:

- Lack of academic readiness or preparation can be an obstacle. Many colleges and universities require certain academic credentials to seek admission. Unlike high school, not everyone is eligible! If you as a student have your heart set on attending a specific college, it is wise to check out the academic requirements well before applying. Simply having a disability will not get you in! Once admitted, there is generally a minimum academic requirement to remain enrolled. If the student does not attain this minimum, he or she may be academically dismissed!
- Have you or your young adult engaged in career exploration to consider a college major? The academic program of study in high school is fairly general

and does not require “declaring a major”. Fairly early in your college career, you will be required to decide on a major and that choice will dictate the classes in which you enroll. Having some idea of your course of study will also provide direction as to the schools to which you apply. For example, you would not want to attend the University of Kentucky or the University of Louisville if your goal is to become an auto mechanic. U of L and UK do not offer this program! Likewise, you should not attend a vocational training school if your ultimate goal is to become an attorney since the vocational school does not offer the courses that will assist you in meeting that goal.

- What about your medical documentation that describes your disability and its’ educational impact? Do you know if this documentation will meet the requirements of the college in which you are interested? Don’t wait until enrolled and in need of disability related accommodations to find out that your documentation does not meet the college’s requirements to determine your eligibility for the assistance that you need. Asking questions well before enrolling in college will provide the time and opportunity to seek updated medical documentation if needed.
- Do you as a student understand your disability? Do you know how the disability may impact your performance in college and the types of assistance or “accommodations” that you will need? You may be accustomed to your teachers and/or your parents taking care of all of these issues in high school; in college, you must be prepared to think about how you request the assistance that you will need. What is the process at your college for making requests? A wide range of accommodations and services are available for qualified students with disabilities but unless you request them, they may not be offered! You may require accommodations such as: textbooks in alternate/electronic format, extended time and/or reduced distraction environment for exams, access to assistive technology, supplemental note-taker services, interpreter services, or other assistance. You, the student, are responsible for finding out how to request these accommodations. It is very likely that you will be required to not only discuss these needs with the disability services staff but also with each of your teachers in college.

These are just a few examples of some of the differences between high school and college and it should be clear that you as the student must assume the lion’s share of the responsibility to chart your own course of action. A key factor for success in college is anticipating these differences and assuming responsibility to prepare accordingly. The successful student in college is one who is motivated, prepared, and willing to acquire self-advocacy skills.

If you as a student, parent, or educator want to learn more about how to make the successful transition from high school to college, there are lots on on-line resources available to you. Here are some examples:

- Students with Disabilities Preparing for Postsecondary Education: Know Your Rights and Responsibilities
<http://www.ed.gov/about/offices/list/ocr/transition.html>

- Transition of Students with Disabilities to Postsecondary Education: A Guide for High School Educators
<http://www.ed.gov/about/offices/list/ocr/transitionguide.html>
- "Dear Parent" Letter <http://www.ed.gov/about/offices/list/ocr/letters/parent-20070316.html>
- Access to Post-secondary Education booklet (specific to Kentucky)
[http://www.disabilities.eku.edu/docs/ACCESS%20To%20Higher%20EDU.FINAL%20\(2\).doc](http://www.disabilities.eku.edu/docs/ACCESS%20To%20Higher%20EDU.FINAL%20(2).doc)

Family Resource: *Consumer Involvement Fund*

The Consumer Involvement Fund provides financial assistance to persons with disabilities, their families and guardians to attend conferences and short-term educational programs. The council provides this benefit to enhance capacity building throughout the state.

To apply for assistance to attend conferences or educational programs or participate in advocacy events and activities, send a request in writing, describing the purpose for which you are applying. Include a fund application form, brochure or other materials regarding the event you want to attend and the amount you are able to pay and the amount you are requesting from the fund (up to \$750).

For more information or to apply, go to <http://chfs.ky.gov/dmhddas/kcdd/cif.htm>

REFERENCE POINTS: *Money Smart: A Financial Education Program*

Recognizing the importance of financial education, particularly for people with little or no banking experience, The Federal Deposit Insurance Corporation (FDIC) has created Money Smart, a training program to help adults outside the financial mainstream enhance their money skills and create positive banking relationships. The FDIC has also developed a version for youth, ages 12 - 20 to help them learn the basics of handling money and finances. Both versions of the curriculum are available in English and in Spanish. The Spanish versions can be found at <http://www.fdic.gov/consumers/consumer/moneysmartsp/index.html>, and the English versions at <http://www.fdic.gov/consumers/consumer/moneysmart/young.html>.

Note: REFERENCE POINTS, transition updates from the TATRA Project, features resources and information to help parent organizations, advocates and professionals better serve adolescents and young adults with disabilities, and their families. Administered by the TATRA Project at PACER Center www.pacer.org, REFERENCE POINTS was launched with the initial support from the National Center on Secondary Education and Transition www.ncset.org. TATRA is funded by the U.S. Department of Education, Rehabilitation Services Administration

I Need Help! *Supports and Services from Kentucky Agencies*

In each issue of ***Kentucky Transition News: Moving to Success!*** a different agency that may help with transition related issues will be featured.

Office of Vocational Rehabilitation

What is the Office of Vocational Rehabilitation (OVR)?

The Office of Vocational Rehabilitation provides a wide range of services to individuals with disabilities to prepare for, secure, retain, or regain appropriate employment.

What services does OVR offer?

Every student participates in school activities with a goal of being prepared to function at some level of independence as a result of his/her school experience. Although this is no different for students with disabilities, differences do exist as far as what needs to occur before and after graduation if students are to move successfully from high school to post-school activities such as training, employment and independent living. For many students with disabilities the success of this transition from school to adult life depends on teamwork and collaboration between the schools and community resources. As one such resource, OVR works closely with the KY Department of Education (KDE) to assist eligible students with disabilities to identify, plan for, and achieve their vocational goals.

Who should be referred to OVR for transition services?

Referrals should be made on any student with a disability that might prevent them from training for, getting or keeping a job. Once the referral is made, a qualified rehabilitation counselor will determine if the student is eligible for services.

What services can a student expect to receive from OVR?

Prior to graduation, the eligible student can expect to receive a comprehensive assessment to determine vocational interests, capacities, and abilities, as well as guidance and counseling in determining an appropriate vocational goal and the services necessary to attain that goal. All services that are planned for and provided are individualized, determined jointly by the counselor and the student, and directly related to a specific vocational goal. After graduation, services vary depending upon the student's individual goals and needs, however, the focus remains on acquiring the skills necessary to get a job, job development, job placement, and follow-up.

An example of the positive things that can result from the CBWTP when families, schools and the Office of Vocational Rehabilitation work together is the success of Chad Howard, who graduated from Webster County High School (WCHS) in Western Kentucky in 2006. Chad participated in the WCHS Community Based Work Transition Program during the last two years of his education. His mother and other family members were supportive of the program and never thought that Chad would not work as an adult.

During Chad's junior year at WCHS, he was evaluated by the CBWTP to determine what his personal interests and vocational skills were. He had a variety of interests and aptitudes. He received vocational evaluations at Pioneer Plastics, Townsend Food Center, the Dollar Store, Clear Creek Pets, and C&S Recycling. It was found that Chad loved people and he loved to socialize. It was also discovered that people easily came to like Chad. His excellent socialization skills have contributed greatly to his success. Chad always stressed that he loved to work and making money was very important to him. Realizing the importance of hard work and doing a good job, Chad always did his best at any job he had.

Chad participated in several extra curricular activities at WCHS as well. He was very active with the Quiz Bowl and he served as the WCHS football manager. Chad also participated in the Cookie Factory, a program where a group of students baked cookies and sold them to the student body. This enabled him to interact with his peers and it made him popular with other students.

Chad obtained a job at Kroger and at Ponderosa after he graduated from school. His parents were active in assisting him with obtaining these jobs. He has maintained both of his jobs with the support of his family and with natural job site supports. Chad is a true success of the CBWTP at Webster County High School. He continues to be an advocate for individuals with disabilities, proving that when family, school, and OVR work together, students with disabilities can better achieve success.

(used with permission from the student)

What is the Community Based Work Transition Program?

The Community Based Work Transition Program (CBWTP) originated as a means of assisting students with disabilities who received special education services to explore and obtain employment in their community. This partnership between the Office of Vocational Rehabilitation, the Human Development Institute at the University of Kentucky, participating school districts, and the Department of Education began in 1984 in eight Central Kentucky school districts. Twenty-four years later, the CBWTP can be found statewide in 73 school districts where students with disabilities receive individualized evaluation and training services from job coaches to assist them in becoming gainfully employed in their communities.

For more information about the Community Based Work Transition Program, visit their website at <http://www.ihdi.uky.edu/cbwtp/>.

*Visit the Office of
Vocational Rehabilitation's
Website at:
<http://ovr.ky.gov/>*

10 THINGS HIGH SCHOOL STUDENTS WITH DISABILITIES NEED TO KNOW ABOUT VOCATIONAL REHABILITATION

1. Why should I be thinking about this while I am still in high school?

The beginning of high school is when you should start planning what you will do after you finish high school. You will have time to learn about and try different career choices. Decisions you make at the beginning of high school affect how well prepared you will be when you leave school.

2. How can a Vocational Rehabilitation (VR) Counselor help me?

A VR counselor can:

- Give you information about careers and job opportunities to help you decide on a job goal.
- Suggest ways to find out about your abilities, interests and needs for help.
- Help you choose a work goal that fits your choices, needs and abilities.
- Help you find the training to prepare for your goal, whether it is college, trade school or on-the-job.
- Help you find a job and follow up to make sure it is the right job for you.
- Tell you who to talk to when you have questions about transportation, financial aid, work benefits, and other concerns.

3. Who is eligible for these services?

You may be eligible for vocational rehabilitation services if you receive special education services or other help because you have a disability. A disability may be a medical condition such as diabetes or epilepsy, an orthopedic or other physical condition, or a mental, emotional or learning disability. The vocational rehabilitation counselor will work with you to find out if you are eligible and what types of services you need to prepare for work. If you are eligible, you and your vocational rehabilitation counselor will plan a program to help you prepare to go to work.

4. Are vocational rehabilitation services only for students who are in special education?

No. OVR Counselors also work with high school students with disabilities who are not in special education. If you have a disability, but are not in special education, ask your school guidance counselor about OVR.

5. But I don't want people to know I have a disability!

Information about you, including the fact that OVR is helping you, is kept confidential. Information is only shared when you give permission to your vocational rehabilitation counselor.

6. Where would I have to go for the training I need to get a job?

Job training may be available on college campuses, at business and trade schools, at community rehabilitation programs, or on the job.

7. It's my life. Who will make the decisions about my vocational rehabilitation program – me, my parents, my counselor or the school?

You will make the final decisions that fit your own career interests, abilities, choices, and goals. The best situation is one in which everyone works together to plan the vocational rehabilitation program that will enable you to reach your career goal.

8. How do I get vocational rehabilitation services from OVR?

Your school will help you apply. The Admissions and Release Committee (ARC), your teacher, the transition coordinator, school nurse, or guidance counselor can help you contact the OVR counselor. An appointment can be arranged at your school. If someone from your school does not talk with you about OVR by your senior year, you or your parents can call and make an appointment with a OVR counselor at the nearest OVR office.

9. When should I get vocational rehabilitation services from OVR?

We encourage you to apply during your last two years in high school. If you are eligible for services you will then meet periodically with your OVR counselor to discuss progress toward your employment goal.

10. Can I find information about career opportunities and jobs on my own?

Your school librarian can help. Ask to see the Occupational Outlook Handbook and the Dictionary of Occupational Titles. Your school guidance counselor has many resources to help you make a career choice. Start looking now at these materials for ideas on exciting career and job opportunities. Ask for opportunities to visit jobs or to participate in work experience programs run by your school.

How can I learn more?

If you wish to refer a student to OVR or would like more information about transition services available through OVR, contact your local OVR office or call our statewide toll free number at: 1-800-372-7172.

OVR District Offices

Ashland 411 19th Street 41101 606-920-2238	Louisville 410 West Chestnut Street 40202 502-595-3423 800-456-3334
Bluegrass 301 E. Main Street Lexington 40507 859-246-2537	Madisonville 1071 Thornberry Drive 42431 270-824-7549 888-640-2713
Bowling Green 955 Fairview Ave. 42101 270-746-7489	Middletown 200 Juneau Drive, #2 Louisville 40243 502-254-3195 866-304-1958
Danville 3998 S. Danville Bypass, Ste 103 40422 859-239-7885 800-795-8481	Owensboro 121 E. Second Street 42303 270-687-7308 888-640-2811
Elizabethtown 409 North Miles St. 42701 270-766-5121 866-883-0001	Paducah 2929 Lone Oak Road 42003 270-575-7304
Florence 8020 Veterans Memorial Drive Suite 100 41042 859-371-9450 877-371-9451	West Liberty 563 B Main Street 41472 606-743-7978 800-440-2530
Lexington 301 E. Main Street 40507 859-246-2185 888-221-7276	Whitesburg 415 Highway 2034 Suite C 41858 606-633-9332

Note: For information about other agencies in Kentucky, the "University of Kentucky Interdisciplinary Human Development Institute's Resource Manual for Persons with Disabilities, their Families and Service Providers in Kentucky" may be downloaded from: <http://www.ihdi.uky.edu/kydrm/>.

Additional Assistance: *SSI's Plan for Achieving Self Support*

A PASS helps people who get Supplemental Security Income (SSI) benefits—and some people who don't—to set aside money to help them go back to school, work or start their own businesses. A PASS helps people become more independent by getting prepared to work. A PASS is a budget proposal that describes how you can set aside money to pay for items you need to become self-sufficient and to depend less on SSI.

Usually, any extra income you have reduces your SSI payment. If you get a PASS, however, any income you set aside for it won't reduce your SSI benefits. This means you *may* get a higher SSI benefit if you get a PASS.

Who can apply for a PASS?

- You must be at least 16 years old
- You must have a disability
- You must qualify for and receive SSI payments **or**
- You would qualify for SSI payments if you didn't have too much money or resources (if you get a PASS, some of your resources won't count against you so that you should be able to get SSI after all)
- You must have some extra monthly income besides your SSI payment

What items does a PASS proposal fund?

A PASS proposal can fund many things, such as

- College or trade school tuition
- Tools and equipment, including specially adapted items for a job or home office
- A computer or related equipment, including adaptations to allow use in school, work, or a home office
- A vehicle or any special modifications to one
- Child care
- Work uniforms or professional clothes for work

How do I apply?

You can call the Benefits Plus Hotline at (888) 813-8652 or TTY (888) 813-8652. The Hotline will refer you to a Work Incentive Planning and Assistance (WIPA) program where you live. The WIPAs can help you write a PASS proposal. You can also call your local Social Security office for help.

What do I need to apply?

The Social Security Administration (SSA) provides form SSA-545 to submit a PASS proposal on, but you can write one without this form. Your proposal must include:

- The specific work you want to do
- A list of items you think you will need to accomplish this goal
- The cost of those items
- The income or resources you want to put in the PASS

- Specific savings and spending goals
- A timetable for achieving the goal
- How much you expect to earn when you've reached your goal

What happens to my proposal when it's finished?

You should submit your proposal to PASS at P.O. Box 830684, Birmingham, AL 35283-0684. You can also reach the PASS specialists in this office at (800) 254-9489 or fax them at (205) 801-3367. Your proposal is more likely to be approved quickly if you are very specific about your expenses and needs.

How long can I use a PASS?

There aren't any time limits for PASS, yet. The PASS specialists in Birmingham should approve your PASS for a 12 to 18 month period at first. After four years (48 months), your pass should be approved six months at a time.

What if I have unexpected expenses?

You can amend your PASS to cover expenses you didn't plan for in your original PASS. You must submit your changes in writing to the Birmingham PASS office for approval.

Where can I find out more about PASS?


- www.ssa.gov/pubs/11017.html (Social Security Administration)
- <http://www.ssa.gov/online/ssa-545.pdf> (application form, you'll need Adobe Acrobat Reader)
- www.passonline.org (Cornell University)

Call the Kentucky Protection and Advocacy office at 1-800-372-2988 for more help or visit the web pages at <http://www.kypa.net>.

What's Happening!? Upcoming Events in Kentucky

Regional Transition Fairs

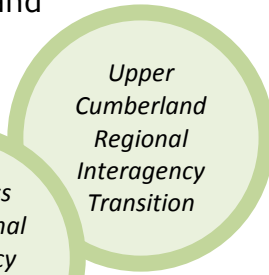
- All members of Caveland's Regional Interagency Transition Team, Caveland Educational Support Center, Western Kentucky University and LifeSkills will sponsor the 16th annual Job and Transition Fair, for high school students with disabilities, on Friday, **February 27, 2009** at Diddle Arena, Western Kentucky University, from 8:00 am until 1:00 pm CST. The Job and Transition Fair is an information fair that provides an opportunity for area high school students with disabilities, their parents and their teachers to make contacts that will enable the students to have a successful transition into the postsecondary world. Booths will be set up by a variety of community service providers, potential



*Caveland
Regional
Interagency
Transition
Team*

employers, higher education and others to give information on such issues as employment, residence, postsecondary education and training, recreation and advocacy. Additionally, some employers will conduct mock job interviews. Several competitions will be open to students: resumes and cover letters, job applications and job interviews. Trophies and certificates will be awarded to the top five students in each category of competition and the top five teams having the most cumulative points will be awarded trophies. For more information, contact LeAnn Marksberry at 270-779-2634 or leann.marksberry@grrec.ky.gov.

- The Upper Cumberland Regional Interagency Transition Team and the Wilderness Trail Interagency Transition Team will host a Transition Fair on **March 4, 2009** at the Center for Rural Development in Somerset, Kentucky. The Fair is for students, parents, teachers, administrators, as well as agency representatives. Students will be given the opportunity to talk with a people representing a variety of jobs and careers. Information and discussion sessions will be presented. For more information, contact Krystal Combs at krystal.combs@kedc.org or Kathy Eversole at kathy.eversole@kedc.org.




Upper
Cumberland
Regional
Interagency
Transition



Wilderness
Trail Regional
Interagency
Transition
Team

- The Central Kentucky Regional Interagency Transition Team is sponsoring transition fair on **March 19, 2009** at UK. We are partnering with the Kentucky Business Leadership Network and will have representatives from area businesses, as well as agencies. Business representatives will conduct mock student interviews. This year we have invited the Division of Mental Health and they are providing substance abuse information and the goggles which simulate being under the influence. For more information, contact Marti Ginter at marti.ginter@montgomery.kyschools.us.



Central
Kentucky
Regional
Interagency
Transition

- Similar or other activities to be announced:
 - River Region Regional Interagency Transition Team
 - Big East Regional Interagency Transition Team
 - Ohio Valley Regional Interagency Transition Team
 - Northern Kentucky Regional Interagency Transition Team

For more information about Regional Interagency Transition Teams, visit www.transitiononestop.org.

Regional Transition Planning: *Kentucky Special Education Cooperative Network*



The *Kentucky Special Education Cooperative Network* consists of eleven (11) Special Education Cooperatives located across the state. In each Cooperative area, there are persons assigned as Transition Consultants. For additional information, contact the Transition Consultants at the Cooperative in your area.

<u>Big East Special Education Cooperative</u> Carol Sturgill Cooksey Carol.sturgill@kedc.org Lisa Elam Parsons lisa.parsons@kedc.org	<u>Cavendish Educational Cooperative</u> LeAnn Marksberry Leann.marksberry@grrec.ky.gov
<u>Central KY Special Education Cooperative</u> Marti Ginter Marti.ginter@montgomery.kyschools.us	<u>Jefferson County</u> Norm Terry Norm.terry@jefferson.kyschools.us
<u>Kentucky Valley Special Educational Cooperative</u> Brenda Combs Brenda.Combs@hazard.kyschools.us	<u>Northern KY Cooperative</u> Vanessa Groneck Vanessa.Groneck@nkces.org
<u>Ohio Valley Educational Cooperative</u> Sharon Dawson sdawson@ovec.org	<u>River Region Educational Cooperative</u> Beth Carter beth.carter@daviess.kyschools.us
<u>Upper Cumberland Special Ed Cooperative</u> Kathy Eversole kathyeversole@alltel.net	<u>West KY Educational Cooperative</u> Tiffany Sanders Tiffany.sanders@wkec.org
<u>Wilderness Trail Special Ed Cooperative</u> Krystal Combs krystal.combs@kedc.org	